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MAY 1961

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THE COVER



The three-story Aid-Hodgson water mill perched against a rocky cliff beside Ozark County's spring-fed Bryant Creek near Gainesville is one of 10 mills in Missouri still in operation. Built in 1897 by Alva Hodgson, a native of Kansas who cut and milled his own timber for the building, the mill now has a capacity of 1,000-2,000 pounds of meal ground and sacked per day. Originally it processed 30 barrels of flour in 24 hours. Convenient picnic tables, housekeeping cabins and the promise of good fishing lure many vacationers to the mill each year.

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Programmed Texts and Low-Cost Teaching Machines

THE DEVELOPMENT of programmed learning has progressed to the point where teachers and educators everywhere are asking how this new instructional method will affect them, their schools, and their classes.

TMI-GROLIER, a pioneer in programming research and teaching machines, has been engaged in extensive experimentation and testing, under the leadership of a team of educators and psychologists headed by Dr. Lloyd E. Homme and Dr. James L. Evans.

Working closely with other psychologists in the field, and drawing on the best practical and theoretical experience available, TMI-GROLIER has produced a series of programmed courses and texts. In addition, we have perfected and are manufacturing the first practical low-cost teaching machine for use with programmed courses.

The TMI-GROLIER programmed courses and texts include spelling, arithmetic, algebra, punctuation, music; basic courses in Spanish, French, German, Latin and Russian, and others. Every course has been extensively tested, together with the TMI-GROLIER teaching machine, in actual classrooms, such as the Albuquerque classroom pictured above.

Feedback data are incorporated in the final revisions of every course.

"Teaching machines, properly programmed and properly used, are our best hope for education."

This statement, made by Professor James McClellan of Teachers College, Columbia University, perfectly summarizes the aspirations of TMI-GROLIER.

We do not pretend to know all the answers to programmed learning. However, with the cooperation of leading educators, curriculum specialists, and psychologists, we have successfully completed the first necessary steps of this great educational experiment: we have produced a series of thoroughly tested programmed courses and texts; we are now manufacturing in quantity the first practical teaching machines for those educators who want to test them.

Our next step is clearly one in which TMI-GROLIER must explore, together with the educators in the nation's schools, the best possible means for utilizing the courses and

machines we now have, and others which are in preparation.

Together, we will find the answers to many questions: In what aspects of learning can teaching machines be of optimum use? How effective are they in the classroom? For the individual student? For the teacher? To what extent should school administrators and boards of education consider teaching machines and programmed learning?

In this second phase of development, TMI-GROLIER is now at work, correlating our findings with those of others in the educational world. Our courses are constantly being revised and re-designed to meet the actual needs of the teacher and classroom. Our full-scale Programming Facilities are coordinated with the main-stream of leading educational thinking. In short, today's classroom needs are determining the direction of TMI-GROLIER's expanding services in the field of programmed learning.

If you wish to know more about TMI-GROLIER's low-cost teaching machines and programmed courses, and how you can efficiently test and evaluate them, simply write on your school letterhead to Dept. 40.

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Chariton	Mrs. Elizabeth Burnett
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Cooper	Chas. A. Repp
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Douglas	Elmer Peterson
Dunklin	O. E. Burke
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Howell	Homer Clements
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Linn	Alton Carnell
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SWEET SPRINGS TEACHERS PLAN ANOTHER VACATION AT BUNKER HILL RANCH

A school bus load of Sweet Springs R-VII teachers is eagerly planning a spring vacation at Bunker Hill Ranch Resort again this year. Gay tales of events at the May 1960 outing have sparked faculty gatherings during this school year, and many teachers are planning to make the trip.

Last year seven members of the group decided to leave the quiet waters of the Jack's Fork River as it flows past the resort and take boats upstream and float back to camp. The school bus hauled the seven voyagers, two boats and a few well-wishers to a point about 12 miles above the camp. Around the first bend of the river the seven fought a losing battle with sudden swift rapids. Soon afterward seven soggy seafarers with spirits still undampened, salvaged floating picnic lunches, straw hats, paddles and boats and decided to let the bus return them to camp and the calmer regions of the river.

An autographed paddle from this ill-fated voyage hangs in the principal's office as a reminder of last spring's vacation and a promise of this year's fun.

The experience at the rapids is not uncommon for float trips which often go down the river past Bunker Hill. The river generally is calm and shallow near the resort, however, and boating there is quite safe.

VISITING PROFESSOR FROM ENGLAND TO TEACH AT MU THIS SUMMER

Professor C. H. Dobinson of the University of Reading, England, will teach the course in Comparative Education at the summer session of the University of Missouri. His class will meet two hours daily during the last four weeks of the session.

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DEATHS

H. H. BYBEE, superintendent at Collins, suffered a heart attack and died while attending a meeting of his board of education March 7. He had taught nearly 40 years in Hickory, Dallas, Stone and St. Clair counties.

BERTHA CLARK, who taught home economics for many years at Rolla, died March 27.

J. FLOYD CURNUTT, 53, cooperative occupational education instructor at Hillcrest high school in Springfield, died April 3. He had taught in southwest Missouri almost 30 years.

DR. NORMAN FREUDENBERG, 83, who retired from the faculty of Southwest Missouri State College in 1952 after teaching more than 40 years, died March 14 in Springfield.

MRS. IVAH GLASGOW, who was a teacher of exceptional children in the Holcomb Consolidated school district until November, died recently in Mississippi.

HERBERT GREEN, 79, who retired from teaching at Normandy high school in 1952 and who served in that district for 31 years, died April 6 in St. Louis.

DR. H. E. HAMMOND, 76, professor emeritus of physics at the University of Missouri, died March 18 in Columbia. He joined the University faculty in 1920 and retired in 1955.

KATHRYN THEOBALD JACOBS, 73, who taught in Columbia from 1913 until her retirement in 1953, died March 30.

FLORENCE KIRKPATRICK, 91, who taught 10 years in the Farber schools, died Feb. 17 at Sweet, Idaho.

ETHEL JOSEPHINE PAUSCH, 44, who had taught in Kansas City, died March 3.

MEDFORD D. ROBBINS, 56, of Marquand died March 6 of a heart attack. A former superintendent of schools of Madison County and public school teacher, he had conducted educational tours since 1946.

MARY FRANCES SCHWARZ, 89, a former teacher in Kirksville, died March 13.

NORMA N. SHELTON, 60, Randolph County superintendent of schools, died March 7 after an illness of a month. She had taught in Palmyra and rural Randolph County.

ORAL SKINNER, 45, superintendent at Atlanta, died of a heart attack March 14. He had taught 17 years, the last five in Atlanta.

VIRGIL L. SPURLING, 63, executive secretary of the University of Missouri's committee on intercollegiate athletics and a member of the University staff for nearly 41 years, died April 1.

ADELLA STEWART, 87, who taught in the rural schools of Moniteau and Cooper counties for 30 years, died Feb. 20.

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WILLIE TAYLOR, JR., 24, a teacher at Caruthersville, died March 6 of injuries suffered in a faculty-senior class basketball game. This was his first year of teaching.

99th NEA CONVENTION TO MEET JUNE 25-30 IN ATLANTIC CITY

Between sessions of the National Education Association Convention June 25-30 in Atlantic City, teachers at this 99th annual meeting will enjoy the colorful atmosphere of the Boardwalk.

A record number of people is expected to attend the Representative Assembly and the Convention.

Delegates will hear speeches by Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession, and James H. Robinson, founder and pastor of the Church of the Master in New York City.

The convention opens officially with 4 o'clock vesper services on Sunday, June 25. That evening, Clarice Kline, NEA president, and William G. Carr, executive secretary, will address the First General Assembly.

NEA committees, commissions and departments and state delegations will hold numerous meetings during the week in developing the convention theme, "A Charge to Keep."

Special sessions on Thursday afternoon will be devoted to "Promising New Practices in Education."

'PARENTS ASK ABOUT SCHOOL' NEA FILM SERIES ON TV

A film series of 15 half-hour presentations, "Parents Ask About School," designed to increase the public's understanding of its schools, will be shown on television stations throughout Missouri soon.

Seven titles use a question and answer approach to children's education. The other eight deal dramatically with current problems such as discipline, testing, dropouts, academically talented children and adult education.

Teachers and parents should watch local listings for time and station of each showing.

MISSOURIAN WRITES BOOTHEEL HISTORY

Jasamyn S. Garrett, who has taught 20 years in the Bootheel of Missouri, in Portageville, Wardell and Hayti, where she was born, has written a colorful history of the area in narrative verse, "Bountiful Bootheel Boonings."

In 1957 Mrs. Garrett, director of many high school plays, researched and wrote the "Petite Prairie Chronicle," a pageant for the Centennial Celebration at Caruthersville. Her work on this served as a basis for the research which resulted in the 200-page illustrated book.

To order copies, write Jasamyn S. Garrett, Route 1, Box 950, Hayti, Mo. Price, \$10.

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Announcement

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June 19 to July 26

Second Session

July 27 to Sept. 1

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Director of Summer School
Washington University
St. Louis 30, Missouri

HANCOCK PLACE SPONSORS STUDENT LOAN FUND

A student loan fund for graduates of Hancock high school has been organized by the Hancock Community Teachers' Association.

Loans are granted on the basis of scholarship, financial need, character and leadership to persons who intend to enter the teaching profession.

Repayment of the loans does not begin until six months after the recipient is gainfully employed. Interest of three per cent begins when repayment starts.

A committee to collect funds and review applications is composed of a chairman, the high school principal, a member of the guidance department, a representative of the elementary teachers, the sponsor of the Future Teachers of America and the president and treasurer of the Hancock Community Teachers' Association.

All contributions to the fund are tax exempt.

CLASSROOM TEACHERS TO MEET JULY 2-14

The 18th Classroom Teachers National Conference will be July 2-14 at Glassboro State College in Glassboro, New Jersey, announces Buena Stolberg, National DCT president from Webster Groves.

The theme, "Teaching Is Our Profession," will be carried out in morn-

ing general sessions and afternoon discussion groups.

Participants will stay in campus dormitories and eat in Memorial Hall. The cost of room, board and scheduled activities is \$80 which includes a \$10 registration fee payable in advance to the Department of Classroom Teachers.

Registration blanks may be obtained from the NEA Department of Classroom Teachers, 1201 Sixteenth St., N.W., Washington 6, D.C.

For those wishing to enroll for two hours' graduate or undergraduate credit, a fee of \$27 will be charged.

4 MISSOURIANS RECEIVE JOHN HAY FELLOWSHIPS

Gerald L. Barthel, teacher of history and political philosophy, Clayton high school; Virginia F. Frazier, teacher of English, Central high school in St. Joseph; Louis B. Paul, social studies teacher at Bayless high school; and Timothy R. Tomlinson, history teacher at Horton Watkins high school in Ladue, are among 76 public high school teachers who recently were awarded John Hay Fellowships for study in the humanities in 1961-62.

Each Fellow will receive a stipend equivalent to his teaching salary, full tuition, health fee and transportation for himself and his family to one of the following universities: California, Chicago, Columbia, Harvard, Northwestern or Yale.

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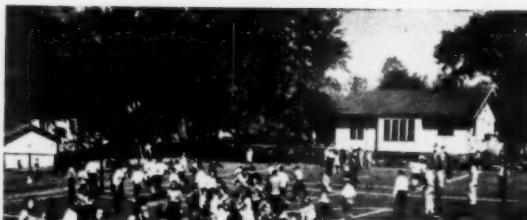
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ELEMENTARY GUIDANCE

for all children

by Dorothy F. Miller
Elementary Guidance Counselor
Clayton

ELMENTARY guidance implies a background of classroom teaching, psychology and counseling as a supplement to the existing school services. Good guidance, good instructional practices and a good curriculum are complementary in helping all children through the process of growth to adulthood.

Originally, elementary guidance emphasized remediation. The focus was on children with problems, those not meeting external standards. From this came the shift to prevention of problems, early identification of the children whose behavior seemed symptomatic of future difficulties. The guidance specialist was called upon to help those children prevent the predicted difficulties.

A new concept of elementary guidance now emerging emphasizes the individual, but it is not limited to children with problems.

School personnel recognize that guidance techniques are applicable and beneficial to all children. If the school is to offer each of its charges an opportunity for optimum development, then guidance must expand its services to include the total school population.

Elementary guidance, therefore, becomes an integral part of the school function and not an extra service offered only to those in trouble.

A child enrolled in a particular grade is identified as having reached a stage of development at which he is ready to undertake certain speci-

fied tasks. The curriculum is designed with reference to the sequence of growth and development stages.

Most pupils progress through the series of carefully planned learning experiences without apparent difficulty. Too often, however, in our eagerness to place children into common chronological and educational groups, we overlook important differences.

We cannot assume that each child comes to school with equal endowments, experiences or ambitions. How, then can we assume that all can profit from the same school experiences at exactly the same time? Careful study of the child's developmental history and his present physical, mental and emotional needs is paramount in understanding and guiding his individual growth. This is the meaning of the developmental concept in elementary guidance.

We must not forget that growth is a continuous process. No two children are alike in the way they pass through the sequence of growth, although the sequence is essentially the same for "normal" children. Once a pattern of growth and special needs emerges from the study of an individual child, it is possible to understand, anticipate and help guide his development.

The guidance specialist, trained in the necessary techniques, may aid the teacher by providing developmental data on each child and by helping determine individual

needs. Individual variations within the normal range can be identified, anticipated and provided for at school. Subtle variations, however, may escape the classroom teacher as he deals with the group. The guidance counselor, through special training, is alert to the nuances within an apparently normal developmental pattern.

Variations within the general stages of development can be provided for in regular classroom activities. It is necessary to identify certain children to the teachers as they progress through school, because of the individual rate of growth, uneven development in the various aspects of growth or conditions which may temporarily block or retard growth in some area.

Obviously some children mature more rapidly than others. This can be encompassed in the classroom, when the child's mental, emotional and physical progress remain equal. The child who grows unequally in any of these aspects will experience more difficulty if not interpreted correctly to the adults in charge of his development.

Individual needs and potentialities change from year to year. What is true of a child this year may not be altogether true next year. A child generally will follow his regular developmental pattern, but external forces that may change the course of this pattern at any time cannot be predicted. Thus, to help all children, continuing evaluation is essential even in the most stable cases.

by Gordon Renfrow

BUNKER HILL BECKONS

WHAT'S YOUR RESORT I.Q.? Let's bring it up to date on what's happened at Bunker Hill during the thirteen years the Association has owned and operated it. A guest of that day using kerosene lights, a pump for water and outdoor toilets would hardly recognize the Resort today with its many improvements, new buildings, numerous accommodations and refinements.

Eighteen thousand five hundred teachers, their families and friends have utilized the facilities of the camp during the past thirteen years. Two thousand four hundred vacationed there during the past season. This should be sufficient evidence that the membership makes good use of it, that vast improvements in the past are more than justified and that this kind of participation makes further development essential.

Let's take a quick look at the Resort's progress.

The greatest single improvement during this period is the recent completion of the farm-to-market



Wolverton Lodge, made possible by the St. Louis Suburban District Teachers Assn. in memory of Forrest E. Wolverton, former Executive Secretary.

road and the blacktopping of the road within the camp area.

Behrens Hall, the assembly and recreation building, provides office space, a small commissary, lounge and reading room and an air conditioned assembly room. This building and others were made possible by the generous contributions of district and community teachers associations.

Construction of a new dining hall that will seat 150 persons, equipped with modern cooking, refrigeration, deep freeze and dishwashing equipment was completed three years ago at a cost of \$15,000.

The St. Louis Suburban District Association has contributed \$4,211.95 for the Wolverton Memorial Building for housing dining hall personnel.

The old dining hall has been converted into a lodge at a cost of \$2,966. The Kansas City teachers provided the funds for this project. With the addition of a large fireplace and Old Hickory furniture for the lounge, rocking chairs for the

porch overlooking the Jack's Fork River and twenty double-deck bunks for the five bedrooms, this building is comfortable. Completion of this project brings the total number of beds ready for occupancy to 106.

All 16 cottages have recently been insulated, finished in knotty pine and modernized by adding stools and lavatories.

A manager's workshop, well equipped with tools, large enough to accommodate the building and repair of boats, maintenance of camp furniture, the tractor, pickup truck and storage of materials, is completed. It is heated for use throughout the winter.

Other major improvements during past years are a modern shower building with sewer system, stools and lavatories, council ring, shelter house, six new cottages, Womack Lodge, boat dock, REA electricity, a new tractor with all attachments for use in maintaining the camp grounds and ranch road, deep freeze, new pickup truck, new roofs on all buildings, ice maker for the

dining hall, large rotary mower with sulky, new submersible turbine pump on the deep well that furnishes 900 gallons of water per hour, and the manager's home has been remodeled and made completely modern.

Presently, twenty double-deck beds are being equipped with inner-spring mattresses on a trial run basis. If they are successful, all bunk beds will be equipped with them by next season.

As we look ahead, the Educational and Recreational Center Committee feels that it would be well to widen the two miles of road on the resort property, secure additional Syracuse china, dogwood pattern, and complete the innerspring mattress project.

In the event your community association or faculty might want to make a contribution to one of these projects or some other project, kindly mail the contributions to the Missouri State Teachers Association.

The resort opened April 28. Reservations should be made early since another big season is anticipated. Send requests to Joe Evans, Manager, Bunker Hill Ranch Resort, Mountain View, Missouri, or telephone WElls 4-2333.

Contributions to Bunker Hill Ranch Resort since the December 1960 issue of **School and Community** have been received from the following:

Southeast Mo. State College \$	50.00
Hickory Co. C.T.A.	10.00
Joplin C.T.A.	50.00
St. Francois Co. C.T.A.	50.00
Robert C. Howe	7.50
St. Louis Suburban Teachers Assn. for Wolverton Memorial	4,211.95
Northwestern R-I C.T.A.	10.00
Bayless C.T.A.	25.00
Northwest Mo. Dist. Assn.	50.00
Kansas City Dist. Assn.	1,000.00
Northwest C.T.A. (House Springs)	50.00
North Platte C.T.A.	10.00
Mountain Grove C.T.A.	50.00
Center Elementary P.T.A. (Kansas City)	25.00
St. Joseph Dist. Assn.	400.00
Clinton C.T.A.	50.00
Paris R-II C.T.A.	25.00
Hickman Mills C.T.A. in memory of Faye E. Burch	25.00
St. Clair Co. C.T.A.	7.50
Sedalia C.T.A.	70.00

VITALIZING PUBLIC SPEAKING

By Herald M. Doxsee
Cleveland High School
St. Louis

PUBLIC SPEAKING, as a high school course often is looked upon as one of the frills, a subject not needed by the student of marked ability. If such a student does enroll in a public speaking class, it probably is because he himself has realized the importance of public speaking skill and has insisted that his course of study include the subject.

For some time public speaking at Cleveland high school has been designed to make it more than a class activity.

Class procedures still include such activities as discussions, after-dinner programs, speeches of various types, parliamentary practice and interpretative reading. Beyond such classroom experiences, we have found a way to make public speaking appeal to both the moderately able and talented speakers in the classes.

Every student in the public speaking class, as well as in the debating society, is invited to belong to the Speakers Bureau, an organization which provides speakers for advisory groups (called homeroom groups in many schools), school programs, service clubs, churches, radio and television.

One significant activity of the Bureau is furnishing speakers for the advisory groups. This began a few years ago when students went to the advisory groups to talk about school spirit and to help sell the school paper. The talks were received so well that more students began to participate in a speaking program of three-or-four-minute talks of inspiration and information on diverse topics.

Thirty-two students now are participating in this phase of the Speakers Bureau operation. No student goes before a group until he has satisfied the teacher that his presentation is interesting and effective.

All speakers appear before the advisory groups at the invitation of the advisor. A committee in the public speaking class or from the debating society plans the schedule as the requests for speakers are received. Each speaker is given his speaking assignment along with a note of introduction.

The speaker's experience is especially intriguing because the note of introduction includes a request that the advisor (or in some instances, the teacher of a class addressed) indicate his estimate of the speech to the public speaking teacher. Almost without exception, the comments have been warm and enthusiastic.

The list of speech titles listed below reveals not only the variety of topics treated, but the possible value, both to the audiences and the speakers, of a program of this sort.

Talks are presented under simulated real-life conditions; and when a student succeeds, he gains something that no other course in school can provide equally well. Whether he becomes a teacher, lawyer, scientist, minister or a skilled workman, this program gives him great help in working his way to success, a success that will, in a great measure, grow out of his ability to sell himself and his ideas.

The following speeches are some of those offered by the Speakers Bureau this semester:

Basic Rules for Success in School, Extra Curricular Activities . . . Do they Build Character?, A Stitch in Time, The Importance of the Student Council, Cheating . . . Whom Do You Really Cheat?, How Is High School Preparing Us for Life?, What About the U-2 Flights?, The Value of Public Speaking, Why Learn to Swim?, In Defense of Politics, A Look at Crime, Building a Vocabulary, What You Can Do About School Spirit.

The Nonreader

By Nellie M. Porter
Kansas City

THE nonreader in secondary schools is handicapped by reading disability, his internal emotional war and social peer group disapproval. Another handicap for him is the teacher's inability to cope with his problem.

Every class should provide a wholesome atmosphere and a situation in which the pupil can experience some success. This is essential to his emotional and mental health.

The nonreader needs reading for total adjustment to life. The school must help him meet his educational needs and respect his right to work for success, for satisfaction of needs and for acceptance as a worthy individual.

Probably most of the needs of the nonreading pupil (not clinical cases) can be met in the classroom, except the basic skills. These skills can be taught individually by the teacher when the class is studying, before and after school or in a remedial class.

Teachers should attempt to strengthen all strong points of the nonreader. If a nonreader has good physical and mental health when he reaches high school, he cannot be classed as a failure because he does not read. He is a human being with the same feelings as any other pupil. The lack of success in school can cause bad emotional disturbances. However, studies of nonreaders show that they have rigorous control over their emotions.

Who is the nonreader? He is a

pupil who has not acquired enough fundamental skills to comprehend ideas or facts in the printed word.

Who is the nonreader? He is usually a frustrated, embarrassed, emotionally disturbed individual. He is either the master of his emotions or he is a juvenile delinquent.

Sometimes reading disability is a matter of poor attitudes, habits and emotional blocks. The problem is what type of instruction should be given to a pupil unready to read linguistically, emotionally or intellectually, who has probably been exposed to many remedial teachers, before reaching high school.

Many causes for reading disability reach back to the primary years. Some studies indicate that children become reading problems when they start school and, because of immaturity, they lack reading readiness.

The defective brain and the low I.Q. cannot be helped much. No matter how unfavorable the factors in the pupil's environment or his life, some success in other areas can be found.

The disability case should be diagnosed carefully before instruction starts. The diagnosis is always directed toward preparing methods of improvement.

Nonreaders can be successful in manual work or sports. Many like to use their hands in constructing or building things. They learn from seeing people doing things, talking with people and from TV, radio and motion pictures.

Nonreaders can learn to read signs on the highway, street names, directions, how to read for information in a directory, bulletins, how to read maps, how to read high interest stories at a low level and even how to read for pleasure.

Teachers must be alert and must know the reading difficulties of the primary child. They must supplement secondary level reading practices from the instruction and materials of the primary grades.

The following references will be helpful in planning a well balanced

program to identify and help the nonreader:

1. Baker, H. J., *In Behalf of the Non Reader*, Public School Publishing Co., 1934.
2. Betts, E. A., *Foundation of Reading Instruction*, American Book Co., 1942. Revised, 1946.
3. Blair, Glenn, *Diagnostic and Remedial Teaching in Secondary Schools*, Macmillan Co., Revised, 1956.
4. Bond, Guy L., *Reading Difficulties—Their Diagnosis and Correction*, Appleton, Century, Crofts, 1957.
5. Bullock, Harrison, *Helping Non Reading Pupils in the Secondary School*, Bureau of Publications, Teachers College, New York.
6. Coke, Lucille, *Improvement of Reading*, Rinehart, Inc., 1939.
7. Dolch, E. W., *A Manual of Remedial Reading*, The Garrard Press, 1945.
8. Fernald, Grace and Keller, *Remedial Techniques in Basic School Subjects*, McGraw-Hill Co., 1943.
9. Gans, Roma, et al., *Teaching Children*, World Book Co., 1952.
10. Gates, *Reading Difficulty and Personality Organization*, Macmillan Co., 1930; and *Interest and Ability in Reading*, Macmillan Co., 1950.
11. Gray, W. S., *Summary of Investigation Relating to Reading*, University of Chicago Press, 1925. Revised, 1932.
12. Hegge, Kirk, S. A. and Kirk, W. C., *Remedial Reading Drills*, Ann Arbor, Michigan, 1945.
13. Ingram, Christine, *Education of the Slow Learner*, Ronald Press, 1931.
14. Kottmeyer, W., *Handbook for Remedial Teachers*, Webster Publishing Co., 1947.
15. LaBrant, L. and Heller, *Evaluation of Free Reading in Grades 7 to 12*, Ohio State University Press, 1949.
16. "Life Adjustment Series for Every Youth," Bulletin No. 22, U. S. Office of Education, 1951.
17. Monroe, *Children Who Cannot Read*, University of Chicago Press, revised from 1932.
18. Morrison, H. C., *Practice of Teaching in the Secondary School*, University of Chicago Press, 1931.
19. Spache, G., *Good Books for Poor Readers*, Reading Laboratory and Clinic, University of Florida Workbooks, 1954.
20. Stone, Clarence R., *Eye and Ear Fun*, Webster Publishing Co., 1943.
21. Strang, Ruth, McCollough, Traller, *Problems in the Improvement of Reading*, McGraw-Hill Series, 1955.
22. Witty, Paul, *Reading in Modern Education*, D. C. Heath Co., 1949.

If possible when enough sight words and phrases are learned, reading aloud in private with the teacher or in pairs or small groups speeds progress. A wide variety of

(See Nonreader, page 14)

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How to be a “Do-It-Yourself” Art Critic

by Bill Voos
Ferguson-Florissant High School

MUCH has been said recently about art, especially "modern art," and art criticism. It has become fashionable in this "do-it-yourself" age to be your own art critic.

Opportunities for art criticism abound any place where pictures are hung, and such criticism can be introduced into the most non-artistic (and even anti-artistic) groups if done in the proper way. In the latter groups it is important to approach it negatively and with strong emotion.

The beautiful thing about the situation is that, unlike other fields such as science, athletics and safe driving, you can become an expert without the bother of learning much of anything. Art is imprecise at best, and even the real experts (those who bothered to learn what they could before becoming critics) do not always agree.

Although there is much knowledge in the subject, surprisingly few people even know about the existence of various concepts of composition, spatial relations, etc. This makes it easy for the armchair critic to speak with authority, because once he masters a few official sounding phrases he does in truth know more than the average person.

On rare occasions he may meet someone who actually has done some serious study. The "do-it-yourselfer" need not retreat ignominiously when corrected as he would if challenged by an aeronautical engineer about the thrust of a jet engine.

In the field of art, experience and knowledge can be a detriment to the challenger, rather than an asset. If the challenge cannot be proved by written or statistical proof, it would probably be safe to pass it off as "just another opinion—you know how these art experts disagree."

The challenger probably will reply that it is a "matter of taste" rather than opinion, but since few people recognize that artistic taste is not synonymous with artistic opinion, he need have no fear. In fact, this is a good time for him to assert that the best judge of art is the "average" man and that art experts who dictate artistic taste are "undemocratic."

This inflates the egos of other listeners and they will be on his side because of his high opinion of their judgment. "Do-it-yourselfer" then can follow up his advantage by mentioning "abstract expressionism" of some other contemporary style of painting in a disparaging man-

ner. (This is one of the phrases he must master prior to entering discussion if he is to create the illusion of being an expert.)

If his opponent is a true expert he will attempt to be tolerant even if he does not personally care for "abstract expressionism." After the true expert has defended an artist's right to paint in any way he wants, "do-it-yourselfer" need not refute his argument, but merely state that he may not know much about art, but he knows what he likes, and these painters must be crazy to want to paint this way. At this point everyone else will join in and the expert will be overwhelmed with statements like, "A monkey won a prize in San Diego at the Junior Women's Club Annual Art Exhibit;" "Well, everyone knows that most artists are alcoholics;" and "Have you seen the man who paints using worms?"

If the reader desires to be a "do-it-yourselfer," he must remember that a negative approach generally is the safest and easiest course of action regarding all except the work of established artists now deceased and recent photographically realistic works.

Do not, under any circumstances, attempt constructive criticism, because your solution would be open

to criticism by other "do-it-yourselfers." A rather vague, but strong criticism, like "it looks like someone's rubbish pile," or "they just don't paint as well as the Old Masters anymore," is acceptable. Snarks, snickers and guffaws are quite effective at a contemporary exhibit, especially if the artist is present and is smaller than you.

Remember that change and new ideas, when not directly related to creature comfort, are generally fought like the plague by most people. Emphasis on the status quo, or better still, the good old days of the Golden Age of Greece and the Renaissance, will win many friends. If someone recalls that great artists of the past like Rembrandt, Renoir and Van Gogh did not fare so well in their own day, just say that public taste today is infallible so he need not worry about future shifts in sentiment.

When arguing with an artist, a casual reminder that he is "too close to painting to get a really broad view of it" may be helpful. However, listening to him condescendingly, as one would humor a lunatic or a child, would perhaps be safer and more effective.

For arguments against "modern" painting, be certain to pick the most far-fetched examples possible. Those which have paint dripped on, shot from guns, or tracked on by cats, are most appropriate. Don't miss a chance to discuss them.

They can be effective when a challenger attempts to force a definition of terms during a discussion of "modern painting." Instead of falling into the trap of trying to name, define and criticize the dozens of individual contemporary styles which have been lumped under the title "modern painting," come back with a general answer like "I mean the whole darn heap of indecent trash painted by worms, monkeys and lunatics." As a "do-it-yourselfer" remain non-specific. The antagonist will give up in disgust after several attempts to discuss specific points.

As a "do-it-yourselfer" do not be confused by your own utterings to the point that you actually believe that a child, or anyone, (or more specifically you) could actually paint something superior to "that thing" blindfolded. Because then you are liable to try it and find that even "drip paintings" are easier to criticize than to create. Remember that even if you do manage to come up with something good, some other "do-it-yourself critic" will find fault with your work.

Then too, your time as a critic may be limited. For as time goes by, the level of understanding of art is going up and new ideas are gaining acceptance more readily. There may even be a day in the not too distant future when opinions formed from personal prejudices instead of knowledge and understanding may be looked on with disfavor. So learn those catch phrases quickly.

NONREADER

(Continued from page 12)

material suitable to the needs of the nonreader should be available. "My Weekly Reader" has material of interest to secondary pupils even though it is primary.

A nonreader wanting to read will drill on lists of sight words when he realizes they are valuable to him. Word recognition can be practiced with flash cards, games, kinesthetic practice, etc. When the nonreader is emotionally ready to read, he will.

If the classroom teacher and the remedial teacher can influence the nonreader to develop a positive attitude toward his peers, his community and toward reading, the time together will have been well spent. Sometimes the nonreading pupil responds to instruction promptly and in two or three years overcomes his handicap. It is the wise teacher who can help him.

WHAT I CAN DO FOR MY COUNTRY

ALONG WITH MILLIONS of my fellow citizens, I heard President Kennedy say that we each should ask ourselves, "What I can do for my country, not what can my country do for me." Along with my fellow Americans, I felt a slight temporary twinge of patriotism.

Now weeks later, I find myself again asking that question, "What can I, a teacher, do that I am not now doing to help my country?"

You will say, "You can do a better job doing what you now are doing." I agree that I am engaged in the occupation that has the greatest potential for helping the country, but I am already doing the best I know how.

I could go back to school and learn more, but I have worked my way through all the college degrees in my field. I belong to all the professional groups, attend their meetings and read their literature.

Like most of my co-workers, I have tried to learn how to do my job and have tried to keep up with new developments. I use film and filmstrips, television, tape recorders, disk recordings, maps, globes and all the other aids and equipment I can get for use in my classes.

As I study the work of my pupils and examine their records, I am un-

satisfied. They still have so much to learn. How can I help my country by helping my pupils? I think I have an answer.

My fellow teachers and I spend only six hours per day, 180 days each year with our pupils. This accounts for only about 10 per cent of their time.

The only way we can contribute substantially to our country by helping our pupils is to spend more time with them. If the 10 per cent could be increased to 15 per cent, a child would spend as much time in the elementary school as he now spends in both elementary and high school. By the end of the high school program, the pupil would have gained six years over the present plan, or enough time to complete a four-year college program plus two years of graduate work.

The gain in knowledge would be much greater than the gain in time, for as a child gains in knowledge the speed of his learning increases.

Everyone is interested in education and wants us to do the best job possible. The only way we can get the educational program off the launching pad and into its proper orbit is to take time to do the job right.

—by Dr. Glen L. Hanks, Kansas City

Secretary's Page

Legislation—State

THE CONSTITUTION requires that the General Assembly quit work the last day of June. The signing and engrossing of bills is permitted until July 15.

Prospects for the full financing of the foundation program are encouraging. This would make possible a significant increase in salaries. This is our greatest need since our average annual salary is \$589 below the national average. While this would increase our average state support per pupil \$33, it would still be \$25 below the national average. You should follow closely this major objective with your legislators until it has been enacted into law.

Much pending legislation is in good position on the calendar as far as final passage is concerned. Some desirable bills will fall by the wayside and some not so good will do likewise.

The necessity for teachers both individually and through their local community associations to keep in touch with their Senators and Representatives cannot be overemphasized. Get acquainted with them, interpret continuously local school needs, invite them to some of your meetings, recognize by word of mouth or by letter your appreciation when they have assisted in the passage of desired legislation.

Federal

Anyone who cannot support the "School Assistance Act of 1961," S 1021 and HR 4970, cannot support any general federal participation program.

The same arguments advanced against it were put forth with vigor against state support a few years ago.

If we are to broaden the tax base to meet educational needs in the years ahead, it means increased participation by both the state and federal governments. The outmoded regressive property tax cannot begin to do it alone.

The administration supports the program with dedication and determination. It is our op-

portunity and responsibility to support this legislation with equal fervor.

The highly organized and well financed opposition will stimulate many letters in opposition.

Recognize with letters of appreciation the support of our two U. S. Senators and get others to do likewise. The same is true with your Congressman if you know he is favorable. If you do not know his position, even more letters should be written stating local school needs and requesting his active support.

This is an opportunity we long have sought. Let us make the most of it.

In Brief

For a hotel reservation blank for the St. Louis Meeting next November, see page 29. Requests are filed in the order received. By sending yours in now, you will have a better chance of securing the one of your choice.

The convention bureau in St. Louis again is cooperating wholeheartedly in working with the hotels to assure that any confirmed reservation is honored. This does not mean that those who drive in early in the morning instead of coming in the evening before may not have to wait until check out time to get their rooms. It does mean, we hope, that all confirmed reservations will be honored as was the case two years ago.

Many community association officers have already forwarded the name of their delegate to attend the Leadership Conference the week of August 7-11 at the Bunker Hill Ranch Resort. It is hoped that all may be represented.

The Executive Committee meets on June 10 with the major item of business the approval of the budget for the coming fiscal year.

The selection of new titles for the reading lists is under way. The new order blanks will be available July 1.

The membership in the Association for this year is 37,486, including 1,801 FTA members. This is a new all-time record.

The Association's free film service, initiated in 1942, is used extensively.

Since 1947, when the Association received the Bunker Hill Ranch Resort, 18,500 teachers have enjoyed its facilities.

Let yourself go...



On a Greyhound Individual Tour, Greyhound helps you plan your entire trip...transportation, hotel reservations, sightseeing...everything. On a Greyhound Escorted Tour you travel with the same happy group on the same bus from start to finish. Transportation, hotel reservations, sightseeing and the services of a trained Greyhound Escort are included.

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CANADA	HAWAII	NIAGARA FALLS
YELLOWSTONE	EUROPE	CARIBBEAN

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Greyhound travel bureau help you choose from hundreds of Greyhound vacations to places you thought you couldn't afford before. Slip a set of Greyhound wheels under your vacation dream. Make it come alive! Shake loose, unwind...relax on a Greyhound vacation. *Let yourself go...and leave the driving to us.*



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1632 Chicago Avenue, Evanston, Ill.

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School Legislation

Foundation Program

The cigarette, withholding and wine, beer and liquor tax measures, three key proposals in financing increased services for all state governmental functions, have passed both Houses and have been signed by the Governor.

HB 102, containing the school appropriation, has been heard by the Senate Appropriations Committee.

HB 113, transferring funds from the general revenue fund to the state school moneys fund for the full financing of the Foundation Program, has gone to the Senate. It is again suggested that everyone keep in touch with his Senator and Representative until **HB 113** finally is passed.

Bills Changing Status

HB 2, amending the continuing contract law, is on the Senate calendar for final passage.

HB 4, authorizing boards of education to operate summer schools, is on the Senate calendar for final passage.

HCS HB 19, improving retirement provisions for the State and Teachers Colleges, is on the Senate calendar for final passage.

HB 38, authorizing St. Louis county, by a vote of the electors, to levy a county school tax not in excess of one dollar on the one hundred dollars assessed valuation to be distributed to the school districts within the county on the basis of average daily attendance, has gone to the Senate.

HB 95, providing for the collection of the state sales tax on non-

highway motor fuel, remains on the House calendar for perfection.

HCS HB 107, appropriating for higher education, and **HCS HB 226**, appropriating for capital improvements, have gone to the Senate. Restoration of most of the funds for higher education has been made.

HB 111, transferring money to the Handicapped Children Fund, has gone to the Senate.

HB 214, relating to the investment of funds in the Public School Retirement System of Missouri, has gone to the Senate.

HCS HB 221, authorizing the establishment of junior college districts, is on the House calendar for perfection.

HB 244, authorizing a "public employer" to participate in the payment of employee insurance, has gone to the Senate.

HCS HB 334, requiring immunization of all school children with exemptions for religious and health reasons, is on the House calendar for final passage.

HB 457, making Labor Day and Good Friday school holidays, is on the House calendar for perfection.

HJR 30, submitting to the voters a constitutional amendment permitting the General Assembly to increase the retirement benefits of public school teachers heretofore or hereafter retired, is on the House calendar for perfection.

SCS SB 7, authorizing the establishment of junior college districts and providing for state aid, is on the Senate calendar for perfection.

SB 96, improving the St. Louis

public school retirement system, is on the House calendar for final passage.

SB 325, improving the Kansas City public school retirement system, is on the Senate calendar for perfection.

SCS SB 360, relating to sales and use taxes, is on the Senate calendar for perfection. The bill now provides exemptions with no increase in rate. To offset the revenue loss from exemptions, the Senate Ways and Means Committee reported as a companion measure, **SB 121**, designed to improve tax collection by allowing the state revenue director to require retailers to post bond to assure payment of the sales tax.

SCR 15, introduced by Senator Waters, providing for a joint committee consisting of five members of the Senate and five members of the House to make a study of public elementary, secondary and higher education, is in the Senate Committee on Salaries, Resolutions and Miscellaneous Bills. The study is to place particular emphasis on the Foundation Program as it functions in the congested areas of the state and "on overcrowding and the possible need for decentralization of the state's higher education facilities."

Bills Introduced

HB 659, introduced by Representative Geary, provides that the state department of education shall give high school equivalency examinations and certificates.

HB 720, introduced by Representative Trimble and others, authorizes the state board of education to ar-

range for the performances of musical artists for school children.

HB 732, introduced by Representative Steelman, authorizes the board of education to assign a resident

pupil with the consent of the receiving district.

HB 733, introduced by Representative Rabbitt (St. Louis County), makes provision for emotionally

handicapped children as a part of special education and for the payment of state aid to districts of \$3,000 for each school social worker employed.

Answering The Common Objections To Federal Funds For Public Schools

Leaders are making a strong effort to move at the earliest dates possible the identical federal support measures for public elementary and secondary schools, S 1021 and HR 4970. Write and get others to write your Congressman today thanking him if you know his position to be favorable. If his position is not known, urge unqualified support of HR 4970, or if it is known to be adverse, urge reconsideration.

Senator Edward V. Long is a sponsor of S 1021, and Senator Stuart Symington has consistently supported similar measures in the past. Letters of appreciation should be written to the Senators, and copies of all letters to Congressmen and Senators should be sent to President Kennedy.

Use in an affirmative way the materials printed below:

A FREQUENT OBJECTION to federal support of education is that it would result in federal control.

This has not been true of federal support in the past extending back to the land grants of 1785. One-fourth of the pupils of the nation are enrolled in districts receiving federal funds as federally affected areas and their teachers' salaries are paid in part with federal money. These districts have experienced no federal control of teaching, textbooks, curriculum or any other phase of the school program.

The Congress, the teaching profession and the people are in agreement that the control of education should remain with the state and local governments. Section 103 of HR 4970 and S 1021, the bills now before Congress, specifically provides that in the administration of the act "no department, agency, of-

ficer, or employee of the United States shall exercise any direction, supervision, or control over the policy determination, personnel, curriculum, program of instruction, or the administration or operation of any school or school system."

With federal funds coming to the school districts through the State Department of Education as they would under this act, a federal dollar could not be distinguished from a local or state dollar.

Another objection is that the federal handling of funds is inefficient and costly or that a high freight charge is involved in sending our money to Washington.

This argument is in no way supported by fact.

The federal government collects taxes that are used for a wide variety of purposes such as national defense, foreign aid and the cost of past wars. Naturally, dollars spent for these purposes do not come back to the states. But what about costs of collection and distribution?

The federal Internal Revenue Service is the most efficient collector of taxes. Federal taxes are collected at an average cost of 44 cents per \$100 collected—less than one-half of one per cent. State taxes are more than twice as expensive to collect. Local taxes cost from \$5 to \$10 per \$100 collected.

Federal taxes are collected at small cost and the cost of administering federal grants is low. The cost of administering federal education funds, including the costs of tax collection, auditing and all the rest, is only 1.6 per cent of the total program as described in the Hoover Commission Report. The so-called

"freight charge" is fabrication.

Missouri, it is said, would receive less dollars in federal funds for schools than the tax cost would be to the state.

No state pays taxes to the federal government. Taxes are paid by individuals and corporations. While the origin of the tax dollar is difficult to determine in our national economy, individuals of greatest wealth would be expected to pay more federal tax as they would pay more state and local taxes. If each state had to have returned for expenditure within its borders all the federal tax dollars paid by its citizens, national defense or any other function of the federal government would not be possible. The same would be true of state and local government.

The national government has an interest in and responsibility for the education of its citizens. National defense, economic productivity and civic competency are all related to the quality of education. Individuals, poorly educated, move across state lines to become social and economic problems to the individual state and the nation as well.

In education, as in other matters where the national well-being is involved, the objective is not to return tax dollars to the site of collection but to accomplish a specific goal. The "dollars we get back" concept carried to its logical conclusion would make all government impossible.

The states and local communities have done so well that they surely will be able to continue to solve our school problem, it is alleged.

This claim disregards two basic considerations — first, educational

needs have not been satisfactorily met, and second, that school costs must increase tremendously in future years.

The national classroom shortage is more than 142,000 rooms. There are 685,000 pupils on half-day schedules. Altogether, 1,968,000 pupils are in excess of normal capacity—that is on curtailed schedules or in overcrowded classrooms. Many students have substandard teachers and very limited curricular programs.

As for the future, public elementary and secondary school enrollment will increase eight million in the decade. The major increase will be in the secondary schools, the more expensive part. During the 1960s, 600,000 new classrooms must be built and two million teachers recruited. National studies by laymen and professionals alike, state that expenditures for public schools must double within the next ten years. We cannot possibly secure the additional funds from state and local tax sources. In another decade, schools will be requiring as much revenue as all state and local services, including education, cost in 1959.

State and local governments are in far better financial condition to finance schools than is the federal government.

Between 1946 and 1959 the federal debt rose by nine per cent. During this interim, state and local debt rose by over 350 per cent. During this same period the federal government increased its tax collection by 100 per cent while the state and local governments were increasing their tax collections by 300 per cent.

We should be concerned about federal intervention in an area constitutionally and historically the province of the state and local governments.

Anyone making the above statement reveals an amazing lack of knowledge of the role the federal government has played in the encouragement and actual financial support of our nation's schools.

For more than 170 years the fed-

eral government has helped schools by both grants of land and money. More than 160 different federal support laws have been passed by Congress since 1785. For the first 41 years that Missouri was a territory and state its source of support for schools was the federal government.

It is a bit paradoxical that some people will speak highly of our great nation and its government and in the next breath, in order to defeat the use of funds for the education of our youth, paint a picture of the evil and power-hungry federal government about to destroy every vestige of our personal liberties and rights.

Our federal Constitution with its Bill of Rights, our courts and our republican form of government are still in effect. The power of this nation is still in the hands of its people.

In the final analysis, the people would have to pay for whatever the federal government would spend on schools.

Very true, but individuals will not pay for the support of schools in the same amounts that they do now if more support comes from the federal government. Some will pay more and others less.

It is really this point of shifting support that has delayed the enactment of federal support for elementary and secondary school children rather than the imagined bugaboo of "federal control."

The people in power who have blocked federal support, if they would be honest, would admit it has been for selfish reasons, "to protect their own pocketbooks" in many instances or the pocketbooks of fat constituents with summer homes in Miami.

These people scare the uninformed about being gobbled up by the federal government in order to keep the major support of education heaped on the back of local property taxpayers, when there is very little relationship in many instances between taxes paid and the income of the people from the property.

Here is the difference. Ninety-six

per cent of the funds that come from the federal government were collected in the form of income taxes and corporate taxes, both based on the fairest known principle of taxation, "the ability to pay." Some of those who have this ability to pay apparently are going to use every smoke screen device known to protect themselves from paying their fair share of school costs.

Here are a few illustrations showing why federal dollars are a fairer source of support than are dollars derived from the local property tax.

A farmer has a crop failure, sometimes two or three years in a row, but he is still liable each year for the property tax and must pay it although he has received no income. If he were paying on a basis of income he would not be penalized.

Our population of the aged is rapidly growing, and statistics show incomes for living purposes are very low, often at only subsistence levels. These people may own a very modest home. When school taxes must be raised to support the operation of the school or to build classrooms, they are frustrated. To vote for additional taxes means taking food and medicine from them, and yet at the same time, they do not wish to deny their grandchildren or other youth the opportunity for an education so necessary in these times.

A couple with two or three children manages to save a small down payment on a house. When the home is purchased and the mortgage made, they are immediately liable for the real estate taxes, even though their income has not increased one cent.

It is alleged that such a program would bankrupt the national economy.

The national economy as a whole is stronger than the economy of any one particular state or locality. We are spending a very small percentage of our gross national product in the support of education. Competent authorities in the field have estimated that the amount spent should be doubled in the very near future.

ITEMS OF INTEREST

Roy A. Alcorn, superintendent of schools at Eminence, has resigned, effective at the end of this term, to begin work on a doctorate.

Dr. Anita Aldrich, director of elementary and secondary girls physical education in Kansas City, recently was named president-elect of the American Association for Health, Physical Education and Recreation, a department of the NEA.

Katherine Beeler has been employed to teach English in the Waynesville high school for the remainder of this school year.

Keith Bench, supervising principal of Carrollton elementary schools for three years, has resigned to become an elementary principal in Independence.

Max E. Blackburn, Northeast R-4 high school principal and coach for the past two years, has resigned to become superintendent of schools at Atlanta, Missouri.

Alfred W. Brown, who currently is superintendent of schools at Forsyth, has been employed as superintendent of South Callaway R-2 School District in Mokane. He succeeds C. E. Cooper, who resigned.

Leslie Butler has been named high school principal at Blue Springs to succeed the late Herschel Nell.

Helen Carter has been employed by the Caruthersville district to teach fifth grade and high school speech and drama. She replaces the late Willie Taylor, Jr.

Eugene F. Ceglenski, superintendent of schools at Union Star, has resigned, effective at the close of this term.

Emile M. Copeland, high school principal at Union Star, has resigned, effective at the close of the school year.

Gene Cravens, vocational agriculture teacher at Mansfield for six years, has resigned, effective at the end of this school year.

Dr. George W. DeWoody, formerly a superintendent of schools in Missouri, now professor of psychology and supervisor of student teachers at Hardin-Simmons University, Abilene, Texas, will teach this summer at the Washington State University, Spokane, Washington. Mrs. DeWoody recently completed work for her master's degree.

Dean Dobbins has accepted a position as superintendent of schools at Walnut Grove. He has held a similar post at Niangua the past five years.

H. P. Edmondson, superintendent of schools at Walnut Grove for nine

years, has accepted a similar position with the Steelville schools.

Vita E. Finley, teacher of Latin and Spanish at Benton high school in St. Joseph for 38 years, will retire at the end of this school term.

Thomas A. Grim, industrial arts teacher at Fordland for five years, has accepted a similar position with the Mountain Grove school system.

Ora N. Guth, Perry County Superintendent of schools for 31 years, received a meritorious service award March 16 from the Southeast Missouri Teachers Association.

Larry Hamilton has been employed by the Rock Port R-II schools to coach football and teach science.

Dr. Forrest W. Harrison, director of finance for the Joplin schools, has resigned to accept a position as specialist in expenditures for education with the U. S. Office of Education in Washington. Mrs. Harrison, who teaches secretarial and clerical practice in the Joplin senior high school, has resigned also.

Lora Helms, principal of Dabney school in Chillicothe and who is in charge of the school's special education program, has been named "Chillicothe's Businesswoman of the Year" by the local chapter of the Business & Professional Women's Club.

L. T. Hoback plans to retire June 30 after 30 years as superintendent of the Calhoun and Windsor schools.

Dr. Robert Hoff has been appointed head football coach at Central Missouri State College. At present he is assistant professor of physical education at the University of Iowa.

Ethel Holdinghaus, social studies teacher at Crystal City high school, has received a meritorious service award from the Southeast Missouri Teachers Association.

Charles E. Johnson, principal of Concord elementary school in the Lindbergh school district, has been appointed as superintendent of the Vandalia R-I schools to succeed Cecil A. Elliott, who resigned to become superintendent of the Southwest Harrison R-II schools.

Dr. Lloyd P. Jorgenson, professor of education at the University of Missouri, has been elected president of the History of Education Society.

Arthur C. Krause, teacher at Ferguson high school, has been awarded an educational exchange grant to Greece under the Fulbright Act. He will teach at the Kavalla National School in Athens.

William Lawing will teach science

and chemistry in the Rock Port R-II school system next year.

E. R. LeFevre, Golden City superintendent of schools for two years, will begin his duties July 1 as superintendent of the Carterville schools.

Mrs. George Lewis, a St. Louis elementary teacher for 45 years, retired March 20.

John W. McCoy of Parsons, Kansas, has been employed as superintendent of schools at Cassville.

A. J. (Andy) McDonald, chairman of the physical education department at Southwest Missouri State College, was honored April 7 at an All-Sports Recognition Dinner in Wichita, Kansas. The dinner was in conjunction with the Kansas Centennial now being celebrated.

J. O. Miller, principal at Calhoun, has been elected superintendent of schools in that system.

Naomi Newkirk, principal of Bristol school in Kansas City, recently received a citation for her "genuine sincerity and interest" in the Boy Scout program.

Charles A. Newman, who presently is teaching business education courses at Fox high school in Arnold, has been appointed principal of the school for the coming year.

Zeddy F. Pfost, history instructor at Maryville high school for 15 years, will retire at the close of the present school year. He has been in education almost 40 years.

Marvin Porter, who has been superintendent of schools at Mound City for 21 years, has accepted a position as superintendent of the Pattonsburg R-2 schools.

Eugene Radford, who has been superintendent at Fordland for five years, has been employed as superintendent of the Eminence R-I school district. B. Wayne Johnson, superintendent at Koshkonong, will succeed him at Fordland.

Ada Roberts, an English instructor at Culver-Stockton College since 1923, recently was honored by the Canton Chamber of Commerce as the "Best Citizen for 1960." She was the first recipient of the Emeritus Professorship created at the college.

Robert Ruben, a recent graduate of the University of Missouri, has been employed to teach social studies and English at Centralia high school. He succeeds Judith Barnett.

Erma Jean Saddler, second grade teacher at Fordland, has resigned to accept a position in the Logan school system.

Leo A. Sandborn, who has been serving as superintendent of schools at Schell City, has accepted a position as superintendent of schools at Alba.

Charles L. Smith, Springfield, is now teaching math in the Fredericktown high school. He succeeds **Mrs. Loren Anderson**, who resigned.

Dr. Fay Smith has resigned as principal of Kennett high school and will assume duties as director of education and training at Arkansas Children's Colony in Conway, Arkansas.

Murry S. Smith has been elected superintendent of the La Plata consolidated schools. He has been super-

intendent of the Frankford schools for nine years.

Norman Stewart, assistant coach of basketball and baseball at the University of Missouri, has resigned to become head coach of basketball and assistant coach of baseball at Iowa State Teachers College, Cedar Falls, Iowa.

Marion A. Taber, presently teaching at Golden City, has been employed to teach science in the Sarcoxie high school.

Robert C. Thomas, superintendent of the Chadwick School system for the past eight years, has accepted a similar position at Fair Grove.

Harvey G. Tucker, a superintendent of schools in Missouri for 27 years, has been employed as superintendent of schools at Schell City.

Bill VanZandt, superintendent of the Cassville schools, has resigned, effective at the end of this school year, to join the State Department of Education as Director of Guidance Services.

Mr. and Mrs. George Wilson have resigned their positions in the Green City schools, effective at the end of this term. Mr. Wilson serves as a coach and Mrs. Wilson teaches first grade.

James A. Woolcott, superintendent of the Louisiana public schools, recently announced that a contract of \$649,286 has been awarded for the construction of the district's new high school.

Larry Zirbel, principal at Tarkio high school for seven years, resigned recently.

OLD MAGAZINES ARE USEFUL

An enterprising Lebanon teacher, Cleo Long, puts old issues of magazines to good use, reports Ann E. Algeo, director of elementary education.

When going through old copies of the "Instructor" and the "Grade Teacher," she decided to cut out the articles which would be useful to the classroom teacher in her day-to-day teaching. She divided the clippings into these categories: History, Science, Art, Poems and Miscellaneous.

During the past two years this fifth grade teacher has mounted the articles in loose-leaf notebooks which are labeled and indexed.

The books are kept in the principal's office where all teachers and pupils may use them.

AUDIO-VISUAL WORKSHOP JUNE 12-16 IN KIRKSVILLE

The eighth annual workshop in Audio-Visual Education June 12-16 at Northeast Missouri State Teachers College in Kirksville will feature instruction in the use of various kinds of audio-visual equipment and materials.

For information, write Forest L. Crooks, Director of Bureau of Audio-Visual Education, Northeast Missouri State Teachers College in Kirksville.

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8 MISSOURIANS AWARDED HUMANITIES FELLOWSHIPS

Eight Missouri teachers will be among the 178 secondary teachers and administrators who attend one of the three Summer Institutes in the Humanities sponsored by the John Hay Fellows Program.

The participants will spend July 1-29 at Bennington College, Bennington, Vermont; Colorado College, Colorado Springs, Colorado; or Williams College, Williamstown, Massachusetts.

The Missourians who will be engaged in the many discussions of philosophy, English literature, history, music and art are the following:

Roland W. T. Jones, director of music at Greenfield high school in Greenfield; Nathaniel Ober, principal of Clayton high school, Clayton; Ruth W. Rothschild, senior high English teacher at University City; Genevieve M. Shawl, high school English teacher at Clayton; Mary K. Stamper, director of music education in the University City schools; Richard F. Stauffer, principal of Horton Watkins high school in Ladue; Dorothy F. Wynn, teacher of English at Soldan high school in St. Louis; John W. Young, high school teacher of English and music, Normandy.

CMSC SCHEDULES MISSOURIANA STUDYTOUR

The ninth Missouriana Studytour cosponsored by Central Missouri State College and the State Chamber of Commerce will travel 1,000 miles by air conditioned chartered bus June 19-30.

The 30 elementary and high school teachers who participate may earn graduate and undergraduate credits in economics, Missouri history and government with the successful completion of written examinations at the tour's end. Mrs. J. Paul Morris of the college faculty will handle the academic phases of the tour.

Visits will be made to scenic attractions, historic shrines and to eight Missouri businesses and industries.

For information contact Mrs. J. Paul Morris, Central Missouri State College, Warrensburg, Missouri.

AREA MATH TEACHERS ORGANIZE INTEREST GROUP

Eight mathematics teachers, representing Nevada, Carl Junction, Liberal, Jasper, Webb City and Carthage, recently met at Lamar with math teachers Ila Gathman, Edna Haden and Mary Roper.

The group plans to meet periodically and discuss developments and problems in modern mathematics.

Ted Windes, superintendent of schools at Lamar, and Leon Couch, high school principal, spoke briefly at the meeting. Two Lamar seventh grade students presented an explanation of the binary system which is used by computers and the corresponding multiplication bases.

Three R's Packed in Box Lunches



Here's an idea based on an article by Mary S. Arnold, Supervising Teacher, Metcalf School, Illinois State Normal University. From Illinois Education magazine.

Children love to eat, and will learn many things in their enjoyment of preparing food for a picnic. For a number of years, with help of home economist and other teachers, food preparation has been used to step up interest in the three R's and other subjects for 3rd graders in our Metcalf School with kitchen and workrooms.

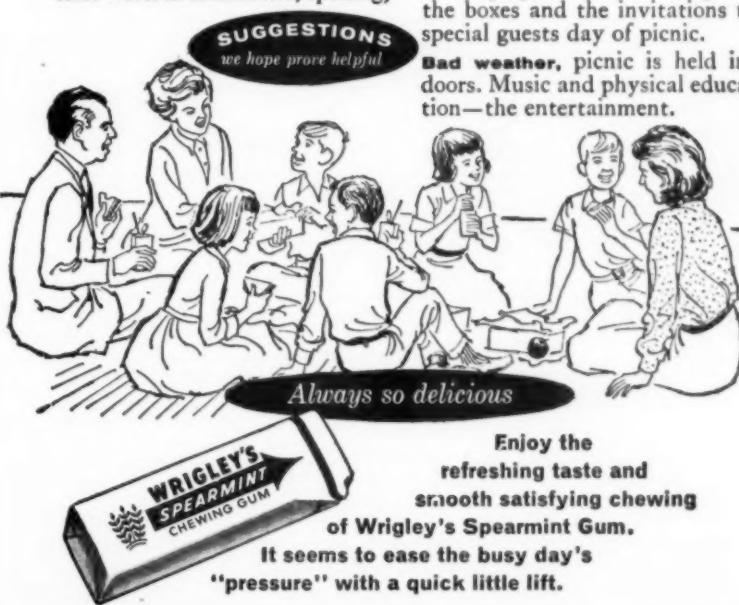
If a school has not kitchen or workrooms, much of same procedure could be followed in homes or with junior or high facilities.

Box lunches prepared by children as central activity involved class work in arithmetic, spelling,

reading, writing. Art, music and physical education helped as related activities. Nutrition was learned by reading about "the 4-basics" as well as preparing them. Choices grew from desire to have something hearty, crisp, toothsome, drinkable—and something for a surprise.

Pamphlets on food and encyclopaedia were studied. Where do foods grow? How transported, preserved—what causes spoilage? Arithmetic was used in measuring. Spelling in describing meals. Writing and art in describing box lunch project. Also in designing the boxes and the invitations to special guests day of picnic.

Bad weather, picnic is held indoors. Music and physical education—the entertainment.



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2 TEACHERS WIN PRIZES IN "SCHOLASTIC" CONTEST

Mrs. A. R. Folsom, Central high school in Cape Girardeau, and Paul Sanders, Campus grade school, Southeast Missouri State College, received sets of Carl Sandburg's "Abraham Lincoln" in the Scholastic Teacher's "Wings Around the World" contest.

Important * EVENTS

MAY

- 4 National Association of School Boards Annual Convention, Philadelphia, May 4-6, 1961
- 4 International Reading Association Annual Conference, St. Louis, May 4-6, 1961
- 6 Missouri Association for Childhood Education State Conference, William Chrisman High School Division I, Independence, May 6, 1961
- 19 Delta Kappa Gamma Society International, Delta State, State Convention, Governor Hotel, Jefferson City, May 19-21, 1961
- 21 National PTA Congress Convention, Kansas City, May 21-24, 1961

JUNE

- 1 Missouri Association of County Superintendents of MSTA, Jefferson City, June 1, 1961
- 5 School Law Conference, Central Missouri State College, Warrensburg, June 5-6, 1961
- 19 Missouri Association of School Administrators of MSTA, Summer Workshop, Columbia, June 19-20, 1961
- 25 National Education Association Convention, Atlantic City, June 25-30, 1961

JULY

- 9 American Library Association, American Association of School Libraries, Annual Conference, Cleveland, July 9-15, 1961
- 17 Missouri Association of Secondary School Principals of MSTA Workshop, Bunker Hill Ranch Resort, July 17-20, 1961
- 26 Physical Education Workshop, Washington University, St. Louis, July 26-Aug. 11, 1961

AUGUST

- 7 MSTA-NEA Community Teachers Association Leadership Conference, Bunker Hill Ranch Resort, Aug. 7-11, 1961

NOVEMBER

- 1 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 1-3, 1961

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ELEM. MUSIC CONFERENCE JUNE 12-16 AT KSTC

"Music Reading: The Door to Musical Understanding" is the theme of the third annual Conference in Elementary School Music for classroom teachers June 12-16 at Northeast Missouri State Teachers College in Kirksville.

Martha White, associate professor of music education at Michigan State University, who formerly taught music in La Plata and Clayton, will be the guest clinician.

For additional information write Dr. Lansing W. Bulgin, Director, Conference in Elementary School Music, State Teachers College, Kirksville, Mo.

ST. LOUIS SUBURBAN ELECTS MRS. MEYERS

Gladys Meyers, a teacher at Heege school in Afton, has been elected president of the St. Louis Suburban Teachers Association.

Other officers are: Vice president, Noah E. Gray, superintendent of the Lindbergh school district; second vice president, Fred Larason, science teacher at Maplewood-Richmond Heights high school; secretary, Dorothy Whitman, principal of Kampville school, St. Charles county; and treasurer, R. R. Eddleman, director of guidance for the Hazelwood school district.

SEMO ELEM. PRINCIPALS ELECT OFFICERS

The following officers of the Southeast Missouri Department of Elementary School Principals of MSTA were elected March 17 at the annual spring meeting in Cape Girardeau:

President, Robert Miller of Sikeston; 1st Vice President, Harold Eberhart, Fredericktown; 2nd Vice President, Modena Garwood, Charleston; Secretary-Treasurer, Imogene M. Webb, Cape Girardeau.

Executive committee members are: North Area, Jesse Wood of Festus and W. R. Singleton of House Springs; Central Area, Robert Scott of Jackson and Melvin Gateley of Cape Girardeau; South Area, Garland Hamilton of Holcomb and Lenore Muir of Caruthersville; West Area, Robert Webb of Broseley and Grace Steward of Poplar Bluff.

ROY CLEMONS APPOINTED SUPT. AT ST. CHARLES

Roy Clemons, administrative assistant to the superintendent at St. Charles since 1956, has been appointed superintendent of schools in that district. He taught at Festus before joining the St. Charles system seven years ago.

Mr. Clemons succeeds Stephen Blackhurst who has been superintendent for 35 years. During Mr. Blackhurst's administration the school enrollment has trebled and the number of teachers has increased from 41 to 143.

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What percent do male drivers under 21 use auto?

Do you or your spouse use car in occupation other than to and from work? Married?

Involved in serious accident in last five years? Has auto insurance ever been cancelled or refused you or any of your household?

Name
School
Home address
Current M.S.T.A. member

CMSC TO HOLD WORKSHOP ON WORLD UNDERSTANDING

The Ambassadors of Burma, Cambodia, Japan, Malaya, Pakistan, Thailand and the Republic of China and the Minister of India will participate in the fourth annual World Understanding Workshop at Central Missouri State College to be held concurrently with the summer session which begins June 13.

The ambassadors, some of whom will be accompanied by their families, will visit the campus from June 19 through August 18. Each will spend a week on the campus and will make major addresses at open assemblies, participate in numerous classes and discussions and speak with individuals. The workshop theme is "The Resurgence of the Orient."

For information regarding enrollment and registration, write Dr. Donald F. Powell, Director, World Understanding Workshop, Central Missouri State College, Warrensburg, Missouri.

New BOOKS

Algebra in Easy Steps with Modern Units, by Edwin I. Stein, D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, New Jersey, 1961, \$3.96.

First Course in Algebra, by Arthur W. Weeks and Jackson B. Adkins, Ginn and Co., 205 West Wacker Dr., Chicago 6, Illinois, 1961, 534 pages, \$4.40.

A Course in Geometry, Plane and Solid, by Arthur W. Weeks and Jackson B. Adkins, Ginn and Co., 205 West Wacker Dr., Chicago 6, Illinois, 1961, 552 pages, \$4.40.

Living in Safety and Health, by Evelyn G. Jones, J. B. Lippincott Co., 333 West Lake Street, Chicago 6, Ill., 1961, 433 pages.

Biology, A Basic Science, (second edition), by Elwood D. Heiss and Richard H. Lape, D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, New Jersey, 1961, 689 pages, \$5.56.

Language for Daily Use, by Mildred A. Dawson and Bonnie Scales, World Book Company, Tarrytown-on-Hudson, New York, 1961.

Kranz Manual of Kinesiology (fourth edition), by Clem W. Thompson, The C. V. Mosby Co., 3207 Washington Blvd., St. Louis 3, Missouri, 1961, 159 pages, \$3.75.

Mike's Mystery, by Gertrude Chandler Warner, Scott, Foresman and Co., 433 East Erie Street, Chicago 11, Illinois, 1960, 128 pp., \$1.92.

Education for Living, by Jacob Samuel List, Philosophical Library, Inc., 15 East 40th Street, New York 16, New York, 1961, 112 pages, \$3.50.

Psychology and Education, by Hirsch Lazar Silverman, Philosophical Library, Inc., 15 East 40th Street, New York 16, New York, 1961, 169 pages, \$3.75.

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School Public Relations: Issues and Cases, by James J. Jones and Irving W. Stout, G. P. Putnam's Sons, 210 Madison Avenue, New York 16, N.Y., 1960, 195 pages, \$3.75.

A Look at Ourselves, by Frank B. Emery, Christopher Publishing House, 1140 Columbus Avenue, Boston 20, Mass., 1960, \$4.00.

School Health and Health Education, (fourth edition), by C. E. Turner, C. Morley Sellery and Sara Louise Smith, The C. V. Mosby Co., 3207 Washington Blvd., St. Louis 3, Missouri, 1961, 481 pages, \$5.00.

Essentials of Business Arithmetic by Edward M. Kanzer and William L. Schaaf, D. C. Heath & Co., 285 Columbus Avenue, Boston 16, Mass., 497 pages, \$3.80.

The Lost Years by Patrick D. Smith, Pageant Press, Inc., 101 Fifth Avenue, New York 3, N.Y., 84 pages, \$2.75.

When You Take the Wheel by Maryland K. Strasser, John R. Eales, Cecil G. Zaun and N. Eugene Mushitz, Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois, 1961, 336 pages, \$3.40.

High Schools for a Free Society, by Franklin Patterson (The Free Press of Glencoe, Ill.) 1960, 93 pages, price, \$1.

The American Citizens Handbook, arranged by Joy Elmer Morgan (Senior Citizens of America, 1129 Vermont Ave., N.W., Washington 5, D.C.) 1960, 608 pages.

Gregg Notehand, by Louis A. Leslie, Charles E. Zoubek & James Deese (Gregg Publishing Division, McGraw-Hill Book Co., Inc., 330 W. 42nd, New York 36, N.Y.) 1960, 320 pages, price, \$4.48. Teachers guide also available.

Junior Science Book of Electricity, by Rocco V. Feravolo (The Garrard Press, Champaign, Ill.) 1960, 61 pages, price, \$2.25.

Discovery Books: Abraham Lincoln, by Anne Colver; **Theodore Roosevelt**, by James C. Beach; **Daniel Boone**, by Katharine E. Wilkie (The Garrard Press, Champaign, Ill.) 1960, price, \$2.25 each.

English in Practice, Grades 9-12, by Gray, Sparks, Wagner & Stephen (McCormick-Mathers Publishing Co., Inc., 1440 East English, Wichita, Kan.) 1960, price, 84 cents each. Also available, teacher's manuals, separate test books, diagnostic test charts and strip keys for tests.

Cues for Principals & Counsellors, prepared and published by Ralph P. Gallagher, 613 N. Mountain Ave., Bound Brook, N.J., 1960.

Mathematics For Success, New Edition by Mary A. Potter, Anne L. Neitzel, Dorothy A. Root and Frances C. Enright, Ginn and Company, 205 West Wacker Drive, Chicago 6, Illinois. 456 pages, \$4.00.

Curriculum Principles and Social Trends by J. Minor Gwynn, The MacMillan Co., 60 Fifth Ave., New York 11, N.Y. 695 pages, \$7.50.

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Science for the Space Age, by Victor C. Smith and B. Bernarr Vance, J. B. Lippincott Co., 333 West Lake St., Chicago 6, Illinois, 1961, 616 pages.

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44. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days, summer 1961. (Europe Summer Tours)

58. **Catalog** of 33 authentic reproductions of historical documents. Scientifically aged on parchment paper. (Ameritage Co.)

92. **Some Ways** to use the Follett Beginning-to-Read Picture Dictionary. It offers opportunities for concept building, for developing word recognition, for teaching, spelling and for stimulating other worthwhile activities. Suitable for use in the primary grades. (Follett Publishing Company)

161. **Vacations** Colorful folders with maps, pictures, prices covering variety of independent or escorted tours by Greyhound bus to all of America's scenic and historic vacation areas. (Greyhound Highway Tours)

162. **New Posture Posters** provide completely different approach to

teaching the fundamentals of healthful posture. Set of 4 in full color, plus Good Posture Award Badge. Appeals to boys and girls kindergarten through high school. (American Seating Company)

163. **Information** on practical, low-cost teaching machines, a descriptive list of classroom-tested, programmed courses now in use, and other material. (Teaching Materials Corporation, A Division of Grolier, Inc.)

165. **Across Lake Michigan** by S. Milwaukee Clipper is a full-color brochure which shows rates and schedules and gives details of ship's accommodations, describes trip across Lake Michigan, with your car aboard the Clipper, between Milwaukee, Wisconsin, and Muskegon, Michigan. The six-hour cruise eliminates 240 miles of congested driving. (Wisconsin and Michigan Steamship Company)

169. **Brochure** answers questions about temporary summer employment opportunities in several cities: how you will be paid, what is expected of you, etc. You can work as many hours or days as you wish, doing the type of office work which you prefer. (Comptohelp Temporary Office Help)

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MISSOURIANS RECEIVE "EXPEDITION" AWARDS

Christine Schwarz, who teaches at Hanley junior high school in University City, is one of six national winners of Expedition travel awards given by the Ralston Purina Company.

Among regional winners for making imaginative use of the television series, "Expedition," are Fern O. Kelly, a teacher at Conway school in Ladue; Ethel Schauer, who teaches at Larimore school in Hazelwood; and Lovie J. Young, a teacher at Chouteau elementary school in St. Louis.

Three hundred subscriptions to the "National Geographic Magazine" were awarded. Missourians receiving them are Marie E. Brehm, Elm Grove school, Hazelwood; Mildred Lovetta Jasper, Baptiste junior high school, Hickman Mills; Anna Belle Lee, Whittier school, Sedalia; Mary Ellen S. Peavy, Walnut Street elementary school, Belton; and Nora W. Wildschuetz, Lincoln school, St. Charles.

BOND ELECTIONS

Center: \$1,500,000 bond issue was approved March 14 to build a 40-room senior high school.

Gainesville: \$238,000 bond issue for the construction of a new high school was approved March 15. The issue had failed to pass in six previous elections.

Greenfield: \$80,000 issue for a new gymnasium-auditorium was approved March 6.

Maryville: \$990,000 bond proposal for a new high school was defeated for the third time March 23.

Missouri Point R-5: \$575,000 issue was approved March 18. It will be used to construct a high school and a two-room elementary addition.

Monroe City R-I: \$550,000 issue was approved Feb. 28 to build a new high school and improve present facilities.

Westran: voters recently approved a proposal for the construction of a 12-classroom building in Huntsville. This was the twelfth time the bond had been submitted.

APPLICATION FOR HOTEL ACCOMMODATIONS

MISSOURI STATE TEACHERS ASSOCIATION CONVENTION

St. Louis, November 1-3, 1961

SCHEDULE OF RATES

	Single	Double	Twin Beds
Ambassador	\$ 7.50 - \$10.00	\$10.00 - \$14.00	\$11.00 - \$14.00
Baltimore	5.50	7.50	8.50
Bel Air Motor Hotel	9.00 - 14.00	12.00 - 16.00	13.00 - 18.00
Chase-Park Plaza	10.00 - 16.00	13.00 - 18.00	14.00 - 22.00
Claridge	5.50 - 8.50	8.50 - 11.50	10.00 - 14.00
Congress	8.00 - 10.00	10.00 - 13.00	10.00 - 13.00
Coronado	8.95 - 14.00	11.00 - 15.50	13.50 - 18.00
DeSoto	6.50 - 8.50	8.00 - 10.00	9.00 - 12.00
Diplomat Motel	9.00 - 12.00	13.00 - 15.00	15.00 - 16.00
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King Bros. Motel	7.00 - 10.00	10.50 - 12.50	10.50 - 12.50
Lennox	8.50 - 14.00	10.00 - 12.50	14.00 - 16.00
Mayfair	8.50 - 15.00	10.00 - 16.00	14.00 - 15.00
Pick-Mark Twain	7.25 - 9.25	9.25 - 11.50	12.00 - 13.25
Roosevelt	6.50 - 8.50	9.50 - 10.50	12.00 - 13.50
Sheraton-Jefferson	7.50 - 9.75	10.50 - 13.75	11.25 - 18.00
Statler-Hilton	8.00 - 11.50	11.00 - 14.50	13.00 - 15.00
Warwick	5.50 - 8.00	8.50 - 12.00	9.50 - 12.00

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Recent Opinions by the ATTORNEY GENERAL

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FOUR CONFERENCES AT MU FOR ENGLISH TEACHERS

The English Department of the University of Missouri is sponsoring a series of four 5-day conferences for Missouri high school English teachers. They will be held June 12-16, 19-23, 26-30 and July 3-7.

Each group of 25 to 30 teachers will discuss current methods, techniques and points of view in teaching high school composition and literature courses.

Speakers and consultants at the various periods will be James Downer, University of Michigan; Dudley Bailey, University of Nebraska; Richard Corbin, Hunter College; Robert Wells, Washington University; and Willoughby Johnson, University of Missouri.

For information and application forms, write Professor W. Willoughby Johnson, 203 Jesse Hall, Columbia, Missouri.

DIVIDED READING PROGRAM IN ST. ANN SCHOOL

Pupils in the fourth, fifth and sixth grades at St. Ann elementary school have reading classes divided into low, average and high sections on a grade level, reports P. H. Sturgeon, principal.

Each teacher in a grade is assigned one section which meets daily for an hour of instruction. Group assignments within the grade and the sections are flexible so that pupils may move from one group to another as their reading powers increase.

Scores from the reading section of California Achievement tests which the children took in September will be compared to scores they make on a different form of the reading section this month. This will allow evaluation of each pupil's progress.

Teachers believe the program has advantages because it reduces the number of groups they instruct. They feel they can meet more of the pupils' individual needs and that the program encourages and challenges both the able and less capable students. They report that interest in reading has been stimulated and that disciplinary problems in reading groups have almost disappeared.

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February 18, 1961

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I want to thank you for the efficient, courteous, and prompt way you have handled every claim. I feel very fortunate that we were covered by MSTA insurance and especially with the Major Medical policy. Little did we dream we would make so much use of it. Herschel made 6 trips to Mayos, four of the times he was hospitalized for extended periods. He had every medical care known for Hodgkins Disease and we didn't hesitate in trying to obtain the best medical treatment.

Sincerely,

MRS. HERSCHEL NEIL

KNOX COUNTY VOTERS APPROVE CONSOLIDATION

The 42 school districts in Knox County will be consolidated under one board. This action was approved by voters March 28 by a vote of 2,452 in favor and 174 against.

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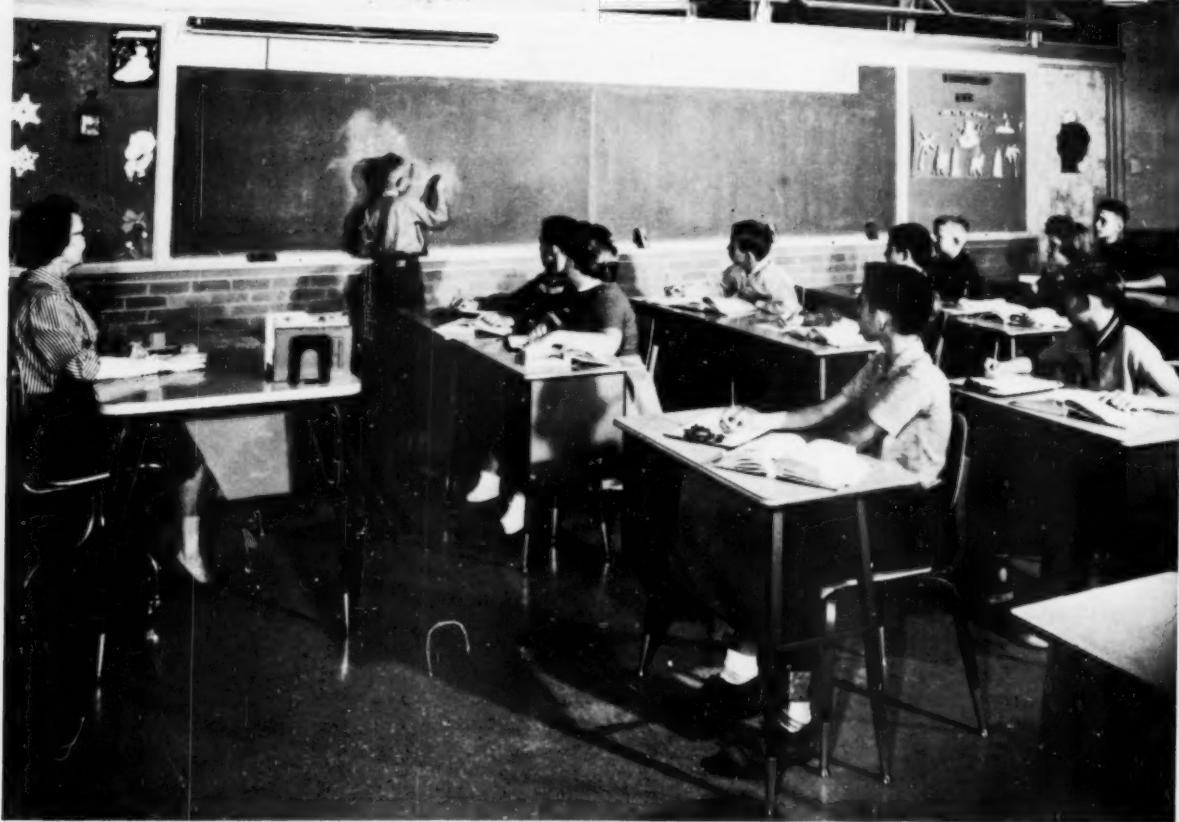
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